

**SEMESTER S1/S2**  
**HEALTH AND WELLNESS**  
**(Common to all Groups)**

<b>Course Code</b>	<b>UCPWT127</b>	<b>CIE Marks</b>	50
<b>Teaching Hours/Week (L: T:P: R)</b>	1:0:1:0	<b>ESE Marks</b>	0
<b>Credits</b>	1	<b>Exam Hours</b>	Nil
<b>Prerequisites (if any)</b>	None	<b>Course Type</b>	

**Course Objectives:**

1. To provide essential knowledge on physical activity, health, and wellness.
2. To ensure students understand body systems, exercise principles, nutrition, mental health, and disease management.
3. To educate students on the benefits of yoga, the risks of substance abuse and basic first aid skills.
4. To equip students with the ability to lead healthier lifestyles.
5. To enable students to design effective and personalized exercise programs.

**SYLLABUS**

<b>Module No.</b>	<b>Syllabus Description</b>	<b>Contact Hours</b>
<b>1</b>	<p>Human Body Systems related to Physical activity and its functions:  Respiratory System - Cardiovascular System.  Musculoskeletal System and the Major Muscle groups of the Human Body.  Quantifying Physical Activity Energy Expenditure and Metabolic equivalent of task (MET)  Exercise Continuum: Light-intensity physical activity, Moderate - intensity physical activity, Vigorous -intensity physical activity.  Defining Physical Activity, Aerobic Physical Activity, Anaerobic Physical Activity, Exercise and Health-Related Physical Fitness. FITT principle to design an Exercise programme</p> <p>Components of Health related Physical Fitness: - Cardiorespiratory Fitness- Muscular strength- Muscular endurance- Flexibility- Body composition.</p>	<b>4</b>

2	<p>Concept of Health and Wellness: Health and wellness differentiation, Factors affecting health and wellness. Mental health and Factors affecting mental health.</p> <p>Sports and Socialization: Sports and character building - Leadership through Physical Activity and Sports</p> <p>Diet and nutrition: Exploring Micro and Macronutrients: Concept of Balanced diet</p> <p>Carbohydrate &amp; the Glycemic Index</p> <p>Animal &amp; Plant - based Proteins and their Effects on Human Health Dietary Fats &amp; their Effects on Human Health</p> <p>Essential Vitamins and Minerals</p>	2
3	<p>Lifestyle management strategies to prevent / manage common hypokinetic diseases and disorders - Obesity - cardiovascular diseases (e.g., coronary artery disease, hypertension) - Diabetes - Osteoporosis - Musculoskeletal disorders (e.g., osteoarthritis, Low back pain, Kyphosis, lordosis, flat foot, Knock knee) Meaning, Aims and objectives of yoga - Classification and importance of of Yogic Asanas (Sitting, Standing, lying) Pranayama and Its Types - Active Lifestyle and Stress Management Through Yoga</p> <p>Understanding on substance abuse and addiction - Psychoactive substances &amp; its ill effects- Alcohol- Opioids- Cannabis -Sedative - Cocaine -Other stimulants, including caffeine -Hallucinogens - Tobacco -Volatile solvents.</p>	4
4	<p>First aid and principles of First Aid: Primary survey: ABC (Airway, Breathing, Circulation). Qualities of a Good First Aider</p> <p>First aid measures for: - Cuts and scrapes - Bruises - Sprains - Strains - Fractures - Burns - Nosebleeds.</p> <p>First Aid Procedures: Cardiopulmonary Resuscitation (CPR)- Heimlich Maneuver - Applying a sling</p> <p>Sports injuries: Classification (Soft Tissue Injuries - Abrasion, Contusion, Laceration, Incision, Sprain &amp; Strain)</p>	2

### Additional Topics

- Need and Importance of Physical Education and its relevance in interdisciplinary context. Understanding of the Endocrine System
- Developing a fitness profile
- Healthy foods habits for prevention and progression of Lifestyle Diseases. Processed foods and unhealthy eating habits.
- Depression - Anxiety - Stress
- Different ways of carrying an injured person. Usage of Automated external defibrillator

### Course Assessment Method (CIE: 50 marks)

#### Continuous Internal Evaluation Marks (CIE):

Attendance	Case Study/Micro project/Presentation	Activity evaluation	Total
10	20	20	50

**Course Outcomes (COs)**

At the end of the course students should be able to:

<b>Course Outcome</b>		<b>Bloom's Knowledge Level (KL)</b>
<b>CO1</b>	Explain the different human body systems and describe various types of physical activities along with methods to measure and quantify these activities.	<b>K2</b>
<b>CO2</b>	Explain how to maintain or improve health and wellness through psychological practices, dietary habits, and sports activities.	<b>K2</b>
<b>CO3</b>	Discuss about common hypokinetic disorders and musculoskeletal disorders, and describe the importance of leading a healthy lifestyle through the practice of yoga and abstaining from addictive substances.	<b>K2</b>
<b>CO4</b>	Explain the basics of first aid and describe common sports injuries	<b>K2</b>

Note: K1- Remember, K2- Understand, K3- Apply, K4- Analyse, K5- Evaluate, K6- Create

**CO-PO Mapping Table:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>	<b>PO11</b>	<b>PO12</b>
<b>CO1</b>				2		3		3	3	2		2
<b>CO2</b>				2		3		2	2			2
<b>CO3</b>				0		3		3				2
<b>CO4</b>				2		3						2

<b>Text Books</b>				
<b>Sl. No</b>	<b>Title of the Book</b>	<b>Name of the Author/s</b>	<b>Name of the Publisher</b>	<b>Edition and Year</b>
<b>1</b>	Foundations of Nutrition	Bhavana Sabarwal	Commonwealth Publishers	1999
<b>2</b>	Anatomy and physiology in health and illness.	Ross and Wilson	Waugh, A., & Grant, A.	2022

<b>Reference Books</b>				
<b>Sl. No</b>	<b>Title of the Book</b>	<b>Name of the Author/s</b>	<b>Name of the Publisher</b>	<b>Edition and Year</b>
<b>1</b>	Fit to be Well Essential Concept	Thygerson, A. L., Thygerson, S. M., & Thygerson, J. S.	Jones & Bartlett Learning.	2018
<b>2</b>	Introduction to physical education, fitness, and sport.	Siedentop, D., & Van der Mars, H.	Human kinetics.	2022
<b>3</b>	Substance Use Disorders. Manual for Physicians.	Lal, R., & Ambekar, A. (2005).	National Drug Dependence Treatment Centre, New Delhi	2005
<b>4</b>	The exercise health connection-how to reduce your risk of disease and other illnesses by making exercise your medicine.	Nieman, D. C., & White, J. A	Public Health	1998
<b>5</b>	ACSM's resource manual for guidelines for exercise testing and prescription.	Lippincott Williams & Wilkins.	American College of Sports Medicine.	2012
<b>6</b>	Exercise Physiology: energy, nutrition and human performance.	Katch, F. I., Katch, V. L., & McArdle, W. D.	Lippincott Williams & Wilkins	2010

**Continuous Internal Evaluation Marks (CIE): for the Health and Wellness course**

<b>Title</b>	<b>Method of Evaluation</b>
<b>Attendance</b>	<p>Students must attend at least 75% of both theory and practical classes. They will receive 10 marks based on their class attendance.</p> <p>Students who do not meet the minimum attendance requirement for a course, as specified in the B. Tech regulations, will not be eligible to proceed to the next criteria.</p>
<b>Assignment / Presentation</b>	<p>Assignments will be given to students to assess their understanding of the subjects taught. Students will be required to make presentations on the subjects taught in class, and their understanding of the subjects will be assessed. Based on the Assignments and Presentations the students will be awarded marks out of 20.</p>
<b>Activity Evaluation</b>	<p>The Assignment / Presentation faculty handling the class will use the tests from the Fitness Protocols and Guidelines for ages 18+ to 65 years, as set forth by FIT India. Measurements will be taken for all the tests of the FIT India Fitness Protocol and the evaluation will be based on the benchmark score received for the following tests:</p> <ol style="list-style-type: none"> <li>1. V Sit Reach Test</li> <li>2. Partial Curl Up - 30 seconds</li> <li>3. Push Ups (Male) and Modified Push Up (Female)</li> <li>4. Two (2) Km Run/Walk</li> </ol> <p>Students who achieve a total benchmark score of 8 across the aforementioned 4 tests will be awarded pass marks for activity evaluation. Students who score better will be awarded a maximum mark of 20.</p>

<b>Activity Evaluation</b> <b>- Special</b> <b>Circumstances</b>	Physically challenged and medically unfit students can opt for an objective test to demonstrate their knowledge of the subjects taught. Based on their performance in the objective test, they will be awarded marks out of 20.
<b>Activity Evaluation</b> <b>- Special</b> <b>Considerations</b> <b>- NCC</b>	Students who enrolled themselves in the NCC during the course period (between the start and end dates of the program) and attended 5 college level parades will be awarded pass marks for activity evaluation. Students who attend more parades will be eligible for a maximum mark of 20 based on their parade attendance.

### Tests to evaluated as per Criterion - 2 and Benchmark Scores

#### V Sit Reach Test

##### **How to Perform:**

1. The subject removes their shoes and sits on the floor with the measuring line between their legs and the soles of their feet placed immediately behind the baseline, heels 8-12" apart.
2. The thumbs are clasped so that hands are together, palms facing down and placed on the measuring line.
3. With the legs held flat by a partner, the subject slowly reaches forward as far as possible, keeping the fingers on baseline and feet flexed.
4. After three tries, the student holds the fourth reach for three seconds while that distance is recorded.
5. Make sure there are no jerky movements, and that the fingertips remain level and the legs flat.

##### **Infrastructure/Equipment Required:**

1. A tape for marking the ground, marker pen, and ruler.
2. With the tape mark a straight line two feet long on the floor as the baseline, and a measurement line perpendicular to the midpoint of the baseline extending two feet on each side.
3. Use the marker pen to indicate every centimeter and millimeter along the measurement line. The point where the baseline and the measuring line intersect is the zero point.

Scoring: The score is recorded in centimeters and millimeters as the distance reached by the hand, which is the difference between the zero point (where the baseline and measuring line intersect) and the final position.

### **Scoring for V Sit Reach Test for Males**

<b>Level</b>	<b>Benchmark Score</b>	<b>Measurement (cm)</b>
1	2	<11
2	4	12-13
3	6	14-17
4	7	18-19
5	8	20-21
6	9	22
7	10	>22

### **Scoring for V Sit Reach Test for Females**

<b>Level</b>	<b>Benchmark Score</b>	<b>Measurement (cm)</b>
1	2	<14
2	4	15-16
3	6	17-19
4	7	20-21
5	8	22
6	9	23
7	10	>23



**Partial Curl Up - 30 seconds****How to Perform:**

1. The subject lies on a cushioned, flat, clean surface with knees flexed, usually at 90 degrees, with hands straight on the sides (palms facing downwards) closer to the ground, parallel to the body.
2. The subject raises the trunk in a smooth motion, keeping the arms in position, curling up the desired amount (at least 6 inches above/along the ground towards the parallel strip).
3. The trunk is lowered back to the floor so that the shoulder blades or upper back touch the floor.

**Infrastructure/Equipment Required:**

Flat clean cushioned surface with two parallel strips (6 inches apart), Stopwatch Scoring:

Record the maximum number of Curl ups in a certain time period 30 seconds.

**Scoring for Partial Curl Up - 30 seconds Test for Males**

Level	Benchmark Score	Numbers
1	2	<25
2	4	25-30
3	6	31-34
4	7	35-38
5	8	39-43
6	9	44-49
7	10	>49

**Scoring for Partial Curl Up - 30 seconds Test for Females**

Level	Benchmark Score	Numbers
1	2	<18
2	4	18-24
3	6	25-28
4	7	29-32
5	8	33-36
6	9	37-43
7	10	>43

## Push Ups for Male/Modified Push Ups for Female

### How to Perform:

1. A standard push up begins with the hands and toes touching the floor, the body and legs in a straight line, feet slightly apart, the arms at shoulder width apart, extended and at a right angle to the body.
2. Keeping the back and knees straight, the subject lowers the body to a predetermined point, to touch some other object, or until there is a 90-degree angle at the elbows, then returns back to the starting position with the arms extended.
3. This action is repeated, and the test continues until exhaustion, or until they can do no more in rhythm or have reached the target number of push-ups.
4. For Female: push-up technique is with the knees resting on the ground.

### Infrastructure/Equipment Required:

Flat clean cushioned surface/Gym mat

Scoring: Record number of correctly completed pushups.

### Scoring for Push Ups for Male

Level	Benchmark Score	Numbers
1	2	<4
2	4	04- 10
3	6	11 -18
4	7	19-34
5	8	35-46
6	9	47-56
7	10	>56

**Scoring for Modified Push Ups for Female**

Level	Benchmark Score	Numbers
1	2	0-1
2	4	2 - 5
3	6	6 -10
4	7	11 - 20
5	8	21-27
6	9	27-35
7	10	>35

**2 Km Run/Walk****How to Perform:**

1. Participants are instructed to run or walk 2 kms in the fastest possible pace.
2. The participants begin on signal (Starting point)- “ready, start”. As they cross the finish line, elapsed time should be announced to the participants.
3. Walking is permitted but the objective is to cover the distance in the shortest possible time.

**Infrastructure/Equipment Required:**

Stopwatch, whistle, marker cone, lime powder, measuring tape, 200 or 400 m with 1.22 m (minimum 1 m) width preferably on a flat and even playground with a marking of starting and finish line. You can also use any application on your mobile phone that tells you the distance.

Scoring: Time taken for completion (Run or Walk) in min, sec.

**Scoring for 2Km Run/walk for Male**

<b>Level</b>	<b>Benchmark Score</b>	<b>Minutes: Seconds</b>
1	2	> 11:50
2	4	10:42
3	6	09:44
4	7	08:59
5	8	08:33
6	9	07:37
7	10	>07:37

**Scoring for 2Km Run/walk for Female**

<b>Level</b>	<b>Benchmark Score</b>	<b>Minutes: Seconds</b>
1	2	>13:47
2	4	12:51
3	6	12:00
4	7	11:34
5	8	10:42
6	9	09:45
7	10	>09:45